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ABSTRACT

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students provides a classroom model to meet the needs of students learning TQM skills as well as other workplace skills. These workplace skills, sometimes called "SCANS competencies and skills," are a set of skills identified by the Secretary of Labor's Commission on Achieving Necessary Skills. They have been determined to be necessary for the workers of today and the future. This module provides the classroom model in a sequential format that shows the teacher what work must be done prior to class, model activities for the first day and week of class, and ongoing responsibilities during the semester. The model is also presented in a format that lists the general ground rules as well as how each of the TQM competencies is addressed. A third format shows the responsibilities of the teacher and the students who are participating in the classroom model. An example is provided of a TQM classroom pilot that was conducted at Temple Junior College. The pilot shows some of the benefits that can be obtained by use of the classroom model described in this module. Handouts and transparency masters are included. (KC)

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TOTAL QUALITY MANAGEMENT (TQM):

ED 365 886

" WALK THE TALK " CLASSROOM MODEL

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"WALK THE TALK" CLASSROOM MODEL"

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"WALK THE TALK" CLASSROOM MODEL

INTRODUCTION:

The "Walk the Talk" classroom model was designed to meet the needs of the student to learn Total Quality Management (TQM) skills as well as other workplace skills. These workplace skills, sometimes called "SCANS, competencies and skills" are a set of skills which the Secretary of Labor commissioned. These are skills determined to be necessary for the workers of today and the future.

The "Walk the Talk" classroom model is an effective way to provide students a good overview of Total Quality Management skills and at the same time to provide the teacher with a new management style which has proven to be more effective in managing the classroom. This module provides the "Walk the Talk" classroom model in a sequential format which will show the teacher what work must be done prior to class, model activities for the first day and week of class as well as on going responsibilities during the semester. The model is also presented in a format which lists the general ground rules as well as how each of the Total Quality Management competencies is addressed. A third format shows the responsibilities of both the teacher and the student when participating in the "Walk the Talk" classroom model.

An example is provided of a TQM classroom pilot which was conducted at Temple Junior College by Dr. Sandra Creech. This pilot shows some of the benefits that can be obtained by use of the "Walk the Talk" classroom model. The primary benefit noted in the information provided is that the final grades of the class were much higher than what had been seen in previous classes.

"WALK THE TALK" CLASSROOM MODEL

NARRATIVE:

One of the primary "visions" of the TQM/Tech Prep Curriculum Development Grant is that every student entering the workforce from Texas schools will have a working knowledge of Total Quality Management principles and tools. It is also the vision of this grant that all Texas classrooms will not only teach Total Quality Management theory but will also be models of Total Quality Management in practice. The "Walk the Talk" classroom model was developed with those visions in mind. Also, one of the main focuses of this classroom model is to provide the students with the opportunity to gain some of the SCANS skills and competencies as listed on page 14.

On page 16 twelve seniors from Ware Shoals School District in South Carolina determined what they felt that education should be. They pointed out that students learn in different ways and that students should not be intimidated into learning. They also suggested teamwork among, not only students and teachers, but also administration and parents. One of the key points in their recommendation was that students should be motivated to do "quality" work rather than "quantity". There have been many examples where these types of education have been put into practice and have demonstrated positive results. The quotes on pages 17 and 19 show how the Leander and Dickinson School Districts in Texas have had very enthusiastic responses from their students resulting from having them become more involved in their education process. Involvement in the education and class process is what the "Walk the Talk" classroom model is all about.

In preparing to teach a class using the "Walk the Talk" model, it would be appropriate that the teacher determine what the class "vision" should be prior to the first day of class. On the first day of class the teacher can involve the students in this vision and perhaps even have the students help develop the vision if the teacher has prepared just an outline of this vision. The key to this is to get the students to "buy into" the vision of the class. The class should then agree on the mission of the class. David Langford from Mt. Edgecumbe High School in Sitka, Alaska said it took him as much as two weeks in the beginning of some of his classes to really get the students to "buy into" the class mission, using the new concepts of Total Quality Management. When the students arrived at the first class, David asked, "Why are you here?". The reply was, "We are here to make a good grade." His response was, "Okay, if I give you all A's, why are you here?" The students' second response was, "Our parents make us come here." Mr. Langford then responded, "What if I give you all A's and you don't have to come to class, why are you here?" This lead the students to reflect on the real reason for being there. They finally came to the conclusion that they were there to learn the subject matter. I have tried this approach with a group of high

school students and although the process can be somewhat awkward, and may even take more than one session, the students will finally come to the realization that the reason they are in any particular class is to gain skills to help them in their future. They may come up with all kinds of "cute" remarks of why they are there, but after much reflection, if you keep asking "why", the students will finally come to the realization that the real reason for being in any class is to gain knowledge and skills.

Once the vision and mission have been established, it would be appropriate to divide the class into small "teams." Many methods can be used to do this but you should strive for as much diversity as possible on the teams so that friends aren't with friends. The team size, in the classroom, should be between 4 and 6. It should be noted the teams should be rotated occasionally. My recommendation would be to have the teams stay together for at least half a semester, maybe even a complete semester. There may be other times when you would take members of these established teams and have a member from each team work on a class project as team representatives. During the first day of class, when these teams are established, it would be appropriate to have them help establish class values. There should be approximately 6 - 8 class values. A list of some sample values is shown in Dr. Creech's pilot program on page 53.

Once these values have been established by the teams, they can be listed together on the board. The class could vote using the Weighted Voting or the Nominal Group Technique, which are described in the TQM Module: Problem Solving, in order to determine a set of values that the class would want to work under during the semester. If there is more than one class involved, each class' values should be combined by the teacher to determine a common set of values (i.e., values that were on each class' list). This list of values should then be written up in fairly large letters and posted in the classroom for all to see. This will enable the class to know their common values during the semester.

It would also be appropriate, early during the first week of class, to discuss the concept of customers. After a small introduction of what "customer" means is given to the class, it may be appropriate to work in teams to "brainstorm" to determine the customers of that class. I have done this and have found the students will usually come up with "the students", or "the teacher", or perhaps the teacher of the next class in sequence as being customers of their class. Once the concept of customers is discussed and the class can agree on one key customer of their class, they can then determine how they will know if their customer is being satisfied and how they can measure that satisfaction. A good example would be if the students were the customers of the class. They can design a survey which can be given every two weeks to determine their satisfaction. Dr. Creech, in her example, used a weekly survey. I have also used a weekly survey to measure the satisfaction of classes. Using the recommendations of a survey can be a very useful tool in showing a desire for continuous improvement.

Another initiative that should be done early in the semester, preferably the first week of class, would be to have the class discuss several measurements of class quality. Some examples of this could be class attendance, tardiness, mastering their competencies or work completed on schedule. Once the students discuss these concepts of class quality, it would be appropriate for the class to determine one of these measurements they would like to focus on during the semester. Once this measurement of quality has been determined, they should then take a measurement of what that level of quality is at this point in time. An example would be that class attendance for the first week was 90%. The class would then determine that their objective would be to improve that attendance throughout the semester with a goal of reaching 100% attendance. This same approach can be done with tardiness or any of the other measurements.

Once this measure of quality has been determined, it should be plotted by each class on a regular basis, for example: weekly or every two weeks. It should be posted in the classroom, perhaps on a focal wall. The class could then use problem solving techniques in order to determine how they could continually improve the measure of quality. The involvement of the students in problem solving will give them ownership into actually solving the problem. It is typically found that the measure of quality will improve through this level of ownership and through the use of problem solving techniques.

Teamwork should be used throughout the semester, where possible, to involve the students in problem solving and even homework assignments. James Baily, who is a social studies teacher in the Dickinson High School, has even gone as far as giving team tests in his class. I think this is a good idea but needs a little bit of thought before it is actually done.

The students should be involved in establishing the standards of quality for many assignments or projects. An example of this would be, if the students were going to turn in a report, they could determine what is important on the report. Examples of the standards could be the length of the report, the number of resources of the report, the scope of the work, the neatness, and the absence of spelling errors. I have used this in a class and found that the students will typically come up with the same ideas as the teacher. It is not inappropriate, in determining some of these standards, for the teacher to recommend some. The teacher could recommend some of these standards but unless the students accept them they should not be used.

Once the standards have been established for a particular paper, the student can then check that these standards are met before they turn in this particular paper, report, or project. I have also seen where, once the paper is turned in, it is given to one of the other students in the class who will also check that these standards are met. This gives the student an ownership in the paper as well as saves the teacher some of the effort of grading. Sometimes standards may have different values or weights than other standards. I used this concept in one of the classes I taught and the students considered the subject matter to be 3 times as important as the length or the neatness. They also agreed that "good English" carried twice the weight of the spelling or length of the report.

Once the reports, papers or projects have been turned in, one or more of the students may have added some features to the report that are above and beyond what was expected in the standards. It could be very good to discuss these particular features with the class in order to see if they consider them important. If a class thinks a feature is important, it should be added as a standard on the next project or paper that's done. This will lead to continually improving the quality level of the work.

A portion of the students evaluation should come through peer assessments or self assessments. James Baily from Dickinson High School described how he is using more self evaluation in his grading. He pointed out that most students really like this approach but found some students really had problems with it. He noted that one of his students, who is normally an A+ student, only made 91's and 92's when the student evaluated his own work. The student's comment was that it was easier to meet the teacher's requirements than to meet his own standards. This can be a very useful tool in helping people improve the quality of their own work.

I would like to point out some things I feel are important in the use of the "Walk the Talk" classroom model. One of these points is that testing and grading should be minimized. The objective of the class should be to help the students gain knowledge, not necessarily take tests. An alternative that is used in many places, to eliminate some of the testing and grading, is the development of a competency portfolio which can be used to show how much the student is learning.

I believe the teacher should use periodic customer surveys even if the students don't consider themselves to be the customer of the class. I've done this and find it to be a very useful tool, primarily if one of the questions on the survey is "How can the class be improved in order to make it a better "learning" environment?" As many tasks as possible should be given using teamwork but this should not eliminate individual work. Teamwork is different than collaborative learning. Teamwork is where each one will have their own responsibilities and, perhaps, will even be able to determine these responsibilities.

Classes should be taught problem solving techniques so that individual students and teams can use these techniques in solving the everyday problems. The "Walk the Talk" classroom model helps establish an environment where the teacher becomes a facilitator and should involve the students in problem solving techniques to make improvements in the class.

There may be times when the teacher will find it necessary to go back and revisit class values if the students become somewhat unruly. A good approach to use is to remind the students of the values and if a particular value is not being met, describe it as a problem solving situation. An example of this would be,"It has come to my attention that everyone is not being respectful in class. What can we do about this situation?" This will introduce problem solving to find what can be done to improve the respectfulness in class.

On page 45 another copy of the SCANS skills and competencies is presented. In the left hand column there are "X's" to show which of the competencies and skills are taught by using the "Walk the Talk" classroom model. It can be fairly evident that others of these competencies can be taught with a little imagination on the part of the teacher and the students.

On page 49, a form is provided showing classroom standards and values. This form can be used early in the semester to help determine each person's role in the class. This would potentially help the students understand their roles and what they expect from the teacher and allow the teacher to identify what they expect from the student. This form could be a good tool for discussing the mission or values of the class.

The TQM Classroom Pilot that is shown on pages 53 through 55 is a good summary of one particular pilot project using this "Walk the Talk" classroom model. The class values are listed as well as the method the class used in determining grading. The teacher actually allowed the class to establish what weight each of the parts of the grading would have. On page 54, it is shown that the class, pre-test score was approximately the same as the two prior classes that did not use this teaching technique, The final exam grade of 89 was slightly higher than either of the earlier two classes. A key point in this pilot project is the final grades. In the spring of 1992, 64% of the class made A's & B's, 70% did in the fall of 1992 and 88% did using the pilot project. It should also be noted that 12% of the class in the spring of 1992 made D's and F's compared to 15% in the fall of 1992 and 0% using the pilot.

Dr. Creech's insights and recommendations are shown on page 55. She points out that the teacher needs considerable preparation prior to the class and be prepared to address different learning styles. Also the teacher must understand that they can't be "everything to everyone" and must become a facilitator. It will not be possible to please every single person with everything they want. The point: "be prepared to handle criticism and praise on a weekly basis" was based on the use of surveys. Some surveys can be very positive but some may have criticisms that must be addressed. The recommendations point out the need for advance planning. The point about lesson plans being flexible is very key. As surveys are used, or as the teacher notices the class is making progress or has certain needs, the teacher must be flexible in how they present each weeks' classes. It should be noted that varied teaching styles and visual aids will make the class more meaningful. Dr. Creech also noted that reminding the class of the class purpose and shared values is important. Sometimes we all tend to lose touch with our particular purposes and it is appropriate to point these out on a regular basis.

In summary, the "Walk the Talk" classroom model can be a very innovative and effective tool in providing an alternative teaching method. Many teachers use many of the concepts pointed out in this model. The purpose of the model is not only to provide the teacher a method to become a more effective classroom manager but is also to teach the student Total Quality Management principles.

By discussing the customer and the needs of the customer, the first cornerstone of Total Quality Management of; "commitment to customer satisfaction," can be demonstrated. The second cornerstone of Total Quality Management; "commitment to continuous improvement," can be shown through the measure of class quality and the ongoing efforts during the semester to improve this quality. The TQM cornerstones of empowerment and teamwork are clearly shown by dividing the class into teams and allowing the students to provide some of their own grading and to work together in teams. The fact that the students become involved with their own learning and take responsibility for ownership in their own learning can be very positive.

Not only should the teacher use the concepts presented in this model, but they should also use the "language" of TQM. The use of TQM terminology, terms such as: customer satisfaction, continuous improvement, and empowerment, will allow the students to become familiar with the new language they will face in the business world.

" WALK THE TALK " CLASSROOM MODEL

"BACKGROUND"

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June 1, 1993

TQM/TECH PREP

CURRICULUM DEVELOPMENT

VISION:

- Every student entering the workforce from Texas schools will have a working knowledge of total quality management (TQM) principles and tools.

- Texas classrooms will not only teach TQM theory, but they will also be models of TQM in practice.

SCANS SKILLS & COMPETENCIES

FOUNDATION SKILLS: **COMPETENT WORKERS IN THE HIGH-PERFORMANCE WORKPLACE NEED:**

- BASIC SKILLS:
  - READING
  - WRITING
  - ARITHMETIC & MATHEMATICS
  - SPEAKING
  - LISTENING
- THINKING SKILLS: THE ABILITY TO...
  - LEARN
  - REASON
  - THINK CREATIVELY
  - MAKE DECISIONS
  - SOLVE PROBLEMS
- PERSONAL QUALITIES:
  - INDIVIDUAL RESPONSIBILITY
  - SELF-ESTEEM & SELF-MANAGEMENT
  - SOCIABILITY
  - INTEGRITY

WORKPLACE COMPETENCIES: **EFFECTIVE WORKERS CAN PRODUCTIVELY USE:**

- RESOURCES: THEY KNOW HOW TO ALLOCATE...
  - TIME
  - MONEY
  - MATERIALS
  - SPACE
  - STAFF
- INTERPERSONAL SKILLS: THEY CAN...
  - WORK ON TEAMS
  - TEACH OTHERS
  - SERVE CUSTOMERS
  - LEAD
  - NEGOTIATE
  - WORK WELL WITH PEOPLE FROM CULTURALLY DIVERSE BACKGROUNDS
- INFORMATION: THEY CAN...
  - ACQUIRE AND EVALUATE DATA
  - ORGANIZE AND MAINTAIN FILES
  - INTERPRET AND COMMUNICATE
  - USE COMPUTERS TO PROCESS INFORMATION
- SYSTEMS: THEY...
  - UNDERSTAND SOCIAL, ORGANIZATIONAL, AND TECHNOLOGICAL SYSTEMS
  - CAN MONITOR AND CORRECT THE PERFORMANCE OF SYSTEMS
  - CAN DESIGN OR IMPROVE SYSTEMS
- TECHNOLOGY: THEY CAN...
  - SELECT EQUIPMENT AND TOOLS
  - APPLY TECHNOLOGY TO SPECIFIC TASKS
  - MAINTAIN AND TROUBLESHOOT EQUIPMENT

TOTAL QUALITY LEARNING

STUDENTS CAN:

- Take responsibility for their own learning process.
- Do their own inspection as they work.
- Record discrepancies.
- Keep charts.
- Investigate and analyze causes of variation.
- Correct causes of variation.
- Cooperate freely with other students.

-- David Langford, Governor's Conference on Quality in Education, November 9, 1992

STUDENTS' DEVELOPED THEORY OF EDUCATION

1. Teachers need to remember that all students learn in different ways. To this end, we should institute new teaching methods that address these differences and show the relevance of material learned to the real world.....

2. Don't scare students into learning. Instead, create an environment that encourages learning. Rid the fear of failure and/or embarrassment. Allow students to produce work for which they can be proud.

3. Do not discriminate between age, race, sex, and ability levels. Encourage teamwork among students, administrators, staff, parents, and teachers to improve the quality of education.

4. Motivate students to do quality work by showing them how, instead of just telling them! Try to get the class more active by cutting down on the number of lectures. Allow mistakes and let students be able to learn from their mistakes. Encourage risk taking in the educational process.

5. Cultivate pride in workmanship between teachers and students. Teachers should not dwell on the quantity of work completed, instead they should encourage students to improve the quality of work completed. Award students for honest efforts so that they do not lose their self-confidence and therefore lose interest in learning.

-- Twelve seniors in the Ware Shoals School District in South Carolina, Reported in "Creating Quality Schools," from the American Association of School Administrators

" THE MOST OBVIOUS SUCCESS IS THE ENTHUSIASM AND EXCITEMENT OF ALL STAFF GENERATED BY THIS PHILOSOPHY (TQM). IT HAS REKINDLED THE SPIRIT OF EDUCATORS FRUSTRATED BY AN ANTIQUATED SYSTEM OF EDUCATION. IT ALSO HAS GENERATED ENTHUSIASM AMONG STUDENTS AS THE QUALITY PROCESS HAS SHIFTED ATTENTION FROM GRADES TO LEARNING, AND SHIFTED MORE RESPONSIBILITY FOR LEARNING FROM THE TEACHERS TO THE STUDENTS. "

-- Monta Akin, Assistant Superintendent
Leander Independent School District, Texas

CD:QUOTE56

INVOLVING STUDENTS IN THE QUEST FOR QUALITY

1. Students define quality by identifying a quality car, television program, or any object or person. The teacher encourages class discussion about what makes these things "quality."

2. Next, classes discuss quality in relation to schoolwork. A teacher can provide examples of different types of work and ask students to identify quality work and explain why.

3. Starting with one project or assignment, students are asked to put a "Q" on their work if they think it meets their agreed-on definition of quality.

4. In time, students are asked to grade their own assignments. The teacher also will grade them, and the two grades are averaged together,

-- Dickinson Independent School District, Texas

" THE INITIAL REACTIONS TO THE PROCESS OF INVOLVING KIDS IN THEIR OWN QUALITY HAS BEEN ' VERY ENTHUSIASTIC. ' KIDS ARE REALLY BUYING INTO OWNERSHIP OF THEIR WORK. "

-- Bill Borgers, Superintendent
Dickinson Independent School District, Texas

" WALK THE TALK " CLASSROOM MODEL

DESCRIPTION OF MODEL

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"WALK THE TALK" CLASSROOM MODEL

SUMMARY:

- Determine and live under a set of class "values"
- Identify customers and measure their satisfaction
- Work as participating members of teams
- Define and measure class quality
- Focus on key measurements of class progress and stress continuous improvement
- Obtain and use problem solving and decision making skills

"WALK THE TALK" CLASSROOM MODEL

PRIOR TO FIRST DAY OF CLASS:

The teacher establishes a class vision prior to the first class.

ON THE FIRST DAY OF CLASS:

On the first day of class, the class discusses the vision and hopefully "buys in to it."

The class agrees with the teacher on the mission using brainstorming principles.

The class divides into teams. (The class determines how to establish the teams, with some groundrules established by the teacher; such as: as nearly an even split of the class in each team between: boys/girls, majority/minority, tall/short, blond/brunette, Texan by birth/non-Texan, etc.)

Each team should have from 4 -6 members.

Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.

DURING THE FIRST WEEK OF CLASS:

The teacher takes these values and incorporates them with those of other classes (if appropriate) and publishes them for the class.

The class "brainstorms" the concept of customer, to determine who the customer(s) of this class is (are).

The class develops a way to measure customer satisfaction and takes a base reading of this satisfaction (if possible).

The class discusses the concept of benchmarking and determines a benchmark for their class.

The class should determine several measurements of quality for their progress. (examples: % class attendance, % mastering a competency, % of work completed on schedule). They should then take these measurements at selected intervals and keep track on a chart.

The class should define quality as a class and as individuals. They should determine acceptable levels of quality for work. (This could be such items as: oral reports will have a written summary, all members of the team must sign all group projects).

The class must understand something about teamwork. They need to agree that the team will use consensus, majority rule, 100% agreement or some other method to take actions.

ONGOING DURING SEMESTER/YEAR:

The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)

A portion of the student evaluation should come from self-assessments and peer assessments. These self-assessments and peer assessments should use the standards that the class has agreed upon.

The focus of the class should be on gaining knowledge, not taking tests.

Testing and grading should be minimized.

A competency portfolio should be seriously considered as a way of assessing each student's progress/achievement in the class.

Periodic customer surveys should be taken using the student as the customer.

Assign as much work as possible to the teams versus individuals. When possible give projects that require several or all teams to work together to complete.

Teach problem solving techniques so that the teams can use these techniques in approaching their assignments. As many assignments as possible should be presented in the form of problems.

Team member roles need to change periodically, giving everyone a chance to lead, observe, etc.

The teams should also be realigned periodically.

The concept of processes must be discussed. The class needs the opportunity to identify and draw up a process during the class. (examples could be: how does a student get a high school diploma? How do you get ready to go to school in the morning?, the "problem solving" process could be used to demonstrate a process)

The teacher should take on the role of facilitator as often as possible.

The teacher will need to keep reminding the class of the class vision, mission and goals. If there are problems, reminding the class of THEIR values should help resolve the problem.

MARKETING EDUCATION

CLASS VISION:

Each student successfully completing Marketing Education will have gained skills that will make them a more valuable member of the work force in their chosen occupation. These skills will include not only classroom knowledge but also practical knowledge gained through work experiences.

The student will also enhance their ability to work productively as a part of a team as well as gain competence in customer satisfaction, problem solving and continuous improvement .

" WALK THE TALK " CLASSROOM MODEL

TQM COMPETENCIES ADDRESSED

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"WALK THE TALK" CLASSROOM MODEL

GENERAL GROUNDRULES:

The focus of the class should be on gaining knowledge, not taking tests.

Testing and grading should be minimized.

A competency portfolio should be seriously considered as a way of assessing each student's progress/achievement in the class.

The teacher should take on the role of facilitator as often as possible.

CUSTOMER SATISFACTION:

The class "brainstorms" the concept of customer, to determine who the customer(s) of this class is (are).

The class develops a way to measure customer satisfaction and takes a base reading of this satisfaction (if possible).

Periodic customer surveys should be taken using the student as the customer.

EMPLOYEE EMPOWERMENT:

The class divides into teams. (The class determines how to establish the teams, with some groundrules established by the teacher; such as: as nearly an even split of the class in each team between: boys/girls, majority/minority, tall/short, blond/brunette, Texan by birth/non-Texan, etc.)

Assign as much work as possible to the teams versus individuals. When possible give projects that require several or all teams to work together to complete.

The class should define quality as a class and as individuals. They should determine acceptable levels of quality for work. (This could be such items as: oral reports will have a written summary, all members of the team must sign all group projects).

EMPLOYEE EMPOWERMENT: (cont.)

The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)

A portion of the student evaluation should come from self-assessments and peer assessments. These self-assessments and peer assessments should use the standards that the class has agreed upon.

The teacher should take on the role of facilitator as often as possible.

CONTINUOUS IMPROVEMENT:

The class should determine several measurements of quality for their progress. (examples: % class attendance, % mastering a competency, % of work completed on schedule). They should then take these measurements at selected intervals and keep track on a chart.

The class should define quality as a class and as individuals. They should determine acceptable levels of quality for work. (This could be such items as: oral reports will have a written summary, all members of the team must sign all group projects).

The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)

TEAMWORK:

The class divides into teams. (The class determines how to establish the teams, with some groundrules established by the teacher; such as: as nearly an even split of the class in each team between: boys/girls, majority/minority, tall/short, blond/brunette, Texan by birth/non-Texan, etc.)

The teams should also be realigned periodically.

Each team should have from 4 -6 members.

Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.

The class must understand something about teamwork. They need to agree that the team will use consensus, majority rule, 100% agreement or some other method to take actions.

Assign as much work as possible to the teams versus individuals. When possible give projects that require several or all teams to work together to complete.

Team member roles need to change periodically, giving everyone a chance to lead, observe, etc.

BENCHMARKING:

The class discusses the concept of benchmarking and determines a benchmark for their class.

The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)

LEADERSHIP:

Team member roles need to change periodically, giving everyone a chance to lead, observe, etc.

The teacher should take on the role of facilitator as often as possible.

SHARED VISION/MISSION:

The teacher establishes a class vision prior to the first class.

On the first day of class, the class discusses the vision and hopefully "buys in to it."

The class agrees with the teacher on the mission using brainstorming principles.

Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.

The teacher takes these values and incorporates them with those of other classes (if appropriate) and publishes them for the class.

The teacher will need to keep reminding the class of the class vision, mission and goals. If there are problems, reminding the class of THEIR values should help resolve the problem.

CONCEPT OF PROCESSES:

The concept of processes must be discussed. The class needs the opportunity to identify and draw up a process during the class. (examples could be: how does a student get a high school diploma? How do you get ready to go to school in the morning?, the "problem solving" process could be used to demonstrate a process)

MEASUREMENT & ASSESSMENT:

The class develops a way to measure customer satisfaction and takes a base reading of this satisfaction (if possible).

The class should determine several measurements of quality for their progress. (examples: % class attendance, % mastering a competency, % of work completed on schedule). They should then take these measurements at selected intervals and keep track on a chart.

BRAINSTORMING:

The class "brainstorms" the concept of customer, to determine who the customer(s) of this class is (are).

Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.

PROBLEM SOLVING:

Teach problem solving techniques so that the teams can use these techniques in approaching their assignments. As many assignments as possible should be presented in the form of problems.

" WALK THE TALK " CLASSROOM MODEL

STUDENT & TEACHER RESPONSIBILITIES

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June 1, 1993

"WALK THE TALK" CLASSROOM MODEL

Student	Teacher	
		GENERAL GROUNDRULES:
X	X	The focus of the class should be on gaining knowledge, not taking tests.
	X	Testing and grading should be minimized.
X	X	A competency portfolio should be seriously considered as a way of assessing each student's progress/achievement in the class.
	X	The teacher should take on the role of facilitator as often as possible.
		CUSTOMER SATISFACTION:
X		The class "brainstorms" the concept of customer, to determine who the customer(s) of this class is (are).
X		The class develops a way to measure customer satisfaction and takes a base reading of this satisfaction (if possible).
X		Periodic customer surveys should be taken using the student as the customer.
		EMPLOYEE EMPOWERMENT:
X	X	The class divides into teams. (The class determines how to establish the teams, with some groundrules established by the teacher; such as: as nearly an even split of the class in each team between: boys/girls, majority/minority, tall/short, blond/brunette, Texan by birth/non Texan, etc.)
	X	Assign as much work as possible to the teams versus individuals. When possible give projects that require several or all teams to work together to complete.
X		The class should define quality as a class and as individuals. They should determine acceptable levels of quality for work. (This could be such items as: oral reports will have a written summary, all members of the team must sign all group projects).
X	X	The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)

Student	Teacher	
		EMPLOYEE EMPOWERMENT: (cont.)
X		A portion of the student evaluation should come from self-assessments and peer assessments. These self-assessments and peer assessments should use the standards that the class has agreed upon.
	X	The teacher should take on the role of facilitator as often as possible.
		CONTINUOUS IMPROVEMENT:
X		The class should determine several measurements of quality for their progress. (examples: % class attendance, % mastering a competency, % of work completed on schedule). They should then take these measurements at selected intervals and keep track on a chart.
X		The class should define quality as a class and as individuals. They should determine acceptable levels of quality for work. (This could be such items as: oral reports will have a written summary, all members of the team must sign all group projects).
X	X	The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)
		TEAMWORK:
X	X	The class divides into teams. (The class determines how to establish the teams, with some groundrules established by the teacher; such as: as nearly an even split of the class in each team between: boys/girls, majority/minority, tall/short, blond/brunette, Texan by birth/non Texan, etc.)
X	X	The teams should also be realigned periodically.
X		Each team should have from 4 -6 members.
X		Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.
X	X	The class must understand something about teamwork. They need to agree that the team will use consensus, majority rule, 100% agreement or some other method to take actions.
	X	Assign as much work as possible to the teams versus individuals. When possible give projects that require several or all teams to work together to complete.
X		Team member roles need to change periodically, giving everyone a chance to lead, observe, etc.

Student	Teacher	
		BENCHMARKING:
X	X	The class discusses the concept of benchmarking and determines a benchmark for their class.
X	X	The students should come up with many of the "standards" of quality for each assignment or project. They can also identify "features" which would be attributes which exceed the "standards" established. These "features" could be a way of determining levels of quality above the "standard" set. These "features" could be so important that they could be incorporated into the "standards" for the next iteration, thus providing continuous improvement. (The teacher may need to add items to the "standards" if the students haven't identified certain critical items. This should only be done with the students' agreement.)
		LEADERSHIP:
X		Team member roles need to change periodically, giving everyone a chance to lead, observe, etc.
	X	The teacher should take on the role of facilitator as often as possible.
		SHARED VISION/MISSION:
	X	The teacher establishes a class vision prior to the first class.
X	X	On the first day of class, the class discusses the vision and hopefully "buys in to it."
X	X	The class agrees with the teacher on the mission using brainstorming principles.
X		Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.
	X	The teacher takes these values and incorporates them with those of other classes (if appropriate) and publishes them for the class.
	X	The teacher will need to keep reminding the class of the class vision, mission and goals. If there are problems, reminding the class of THEIR values should help resolve the problem.
		CONCEPT OF PROCESSES:
X	X	The concept of processes must be discussed. The class needs the opportunity to identify and draw up a process during the class. (examples could be: how does a student get a high school diploma? How do you get ready to go to school in the morning?, the "problem solving" process could be used to demonstrate a process)

Student	Teacher	
		MEASUREMENT & ASSESSMENT:
X	X	The class develops a way to measure customer satisfaction and takes a base reading of this satisfaction (if possible).
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		BRAINSTORMING:
X		The class "brainstorms" the concept of customer, to determine who the customer(s) of this class is (are).
X		Each team brainstorms the "values" that the class will live under during the semester/year. Once each team agrees, they select a member of their team to negotiate a final list with the other teams.
		PROBLEM SOLVING:
X	X	Teach problem solving techniques so that the teams can use these techniques in approaching their assignments. As many assignments as possible should be presented in the form of problems.

" WALK THE TALK " CLASSROOM MODEL

SCANS SKILLS & COMPETENCIES ADDRESSED

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June 1, 1993

SCANS SKILLS & COMPETENCIES

"WALK THE TALK" MODEL

FOUNDATION SKILLS: COMPETENT WORKERS IN THE HIGH-PERFORMANCE WORKPLACE NEED:

- BASIC SKILLS:
  - READING
  - WRITING
  - ARITHMETIC & MATHEMATICS
  - SPEAKING
  - LISTENING

- THINKING SKILLS: THE ABILITY TO...
  - LEARN
X - REASON
X - THINK CREATIVELY
X - MAKE DECISIONS
X - SOLVE PROBLEMS

- PERSONAL QUALITIES:
X - INDIVIDUAL RESPONSIBILITY
  - SELF-ESTEEM & SELF-MANAGEMENT
X - SOCIABILITY
  - INTEGRITY

WORKPLACE COMPETENCIES: EFFECTIVE WORKERS CAN PRODUCTIVELY USE:

- RESOURCES: THEY KNOW HOW TO ALLOCATE...
  - TIME
  - MONEY
  - MATERIALS
  - SPACE
  - STAFF

- INTERPERSONAL SKILLS: THEY CAN...
X - WORK ON TEAMS
X - TEACH OTHERS
X - SERVE CUSTOMERS
X - LEAD
X - NEGOTIATE
X - WORK WELL WITH PEOPLE FROM CULTURALLY DIVERSE BACKGROUNDS

- INFORMATION: THEY CAN...
X - ACQUIRE AND EVALUATE DATA
  - ORGANIZE AND MAINTAIN FILES
X - INTERPRET AND COMMUNICATE
  - USE COMPUTERS TO PROCESS INFORMATION

- SYSTEMS: THEY...
  - UNDERSTAND SOCIAL, ORGANIZATIONAL, AND TECHNOLOGICAL SYSTEMS
X - CAN MONITOR AND CORRECT THE PERFORMANCE OF SYSTEMS
X - CAN DESIGN OR IMPROVE SYSTEMS

- TECHNOLOGY: THEY CAN...
  - SELECT EQUIPMENT AND TOOLS
  - APPLY TECHNOLOGY TO SPECIFIC TASKS
  - MAINTAIN AND TROUBLESHOOT EQUIPMENT

" WALK THE TALK " CLASSROOM MODEL

" WHAT'RE OUR JOBS " FORM

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June 1, 1993

CLASSROOM STANDARDS/VALUES
("WHAT'RE OUR JOBS?")

STUDENT'S ROLE ("MY JOB")	TEACHER'S ROLE ("YOUR JOB")	PRINCIPAL'S ROLE	PARENTS' ROLE

" WALK THE TALK " CLASSROOM MODEL

TQM CLASSROOM PILOT

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June 1, 1993

TQM CLASSROOM PILOT

Dr. Sandra Creech, Temple Junior College
Fundamentals of Computers, Spring 1993

CLASS VALUES

- POSITIVE ENVIRONMENT
- HONESTY
- RELIABILITY - ATTENDANCE
- COURTESY - RESPECT/NON-JUDGEMENTAL
- RESPONSIBILITY
- COOPERATION
- COMMITMENT
- POSITIVE ATTITUDE

GRADING

	PAST CLASSES	STUDENT ESTABLISHED
Homework	20%	30%
Tests	30%	30%
Project	20%	25%
Final	30%	15%

TQM CLASSROOM PILOT

	SPRING 92	FALL 92	(TQM PILOT) SPRING 93
Pre-Test Avg.	57	59	58
Final Exam Avg.	82	87	89
Final Grades:			
A	40%	40%	50%
B	24%	30%	38%
C	12%	15%	8%
D	6%	5%	0%
F	6%	10%	0%
W, WP, WF	12%	0%	4%
Number in Class	20	17	26

SURVEY

CLASS: _____

	POOR									GREAT
Presentation Style:	1	2	3	4	5	6	7	8	9	10

I liked the following best: _____

_____

How can next week be improved? _____ _____

_____

Do you think you are improving? Y N (CIRCLE ONE)

Did you read the chapter(s) for this week? Y N (CIRCLE ONE)

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TQM CLASSROOM PILOT

INSIGHTS

- The instructor needs to have considerable lead time to prepare and anticipate varied learning styles.
- The instructor needs to be aware that they cannot be "all things to all" in class.
- The instructor needs to be prepared to handle criticism and praise on a weekly basis.

RECOMMENDATIONS

- Plan well in advance.
- Lesson plans need to be flexible in order to address class needs.
- Use various teaching and learning styles where possible.
- Explain and remind class of purpose and agreed values.
- Use various types of visual aids.